****

**Brookdale Primary School**

Accessibility Plan

|  |  |
| --- | --- |
| Date plan last reviewed: | January 2025 |

1 | P a g e

**Contents**

1. [Aims 2](#_bookmark0)
2. [Legislation and guidance 2](#_bookmark1)
3. [Action plan 3](#_bookmark2) - 5
4. [Monitoring arrangements 6](#_bookmark3)
5. [Links with other policies 6](#_bookmark4)

# Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to: * Increase the extent to which disabled pupils can participate in the curriculum

* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

* Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, carers, staff and governors of the school.

# Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010.](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice,](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Page **|** 2

# Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning duty: Access to the curriculum** | | | | | |
| **Priority** | **Lead** | **Strategy/Action** | **Resources** | **Timescale** | **Success Criteria** |
| To establish and maintain close liaison with parents. | All teachers SENDCo | Regular communication with parents regarding progress and necessary adaptations to the curriculum.  Pupil Profiles in place or individual care plans for pupils with medical needs. | Time | On-going | Parents of children with SEND feel continually involved in their child’s education. |
| To establish and maintain close liaison with outside agencies for pupils with additional needs. | All teachers SENDCo | Constant liaison with additional agencies regarding the needs of individual pupils. | Time | On-going | All staff are able to meet the needs of pupils with additional needs in their class. |
| To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits. | All staff SENDCo | All staff to carefully consider the needs of all pupils when planning any residential or educational visits/trips.  Risk assessments in place for all residential experiences & trips/ educational visits.  Full liaison with parents/carers regarding the needs of their child and how they can be fully accommodated. | Time | On-going | All pupils able to access the wider curriculum, including trips and residential visits. |
| To include pupils with a disability, medical condition or other access needs as fully as possible in extra- curricular provision. | SLT  All teachers  Club providers | Communication with external club providers regarding the needs of individual pupils in relation to their additional needs.  Ensure that all club providers comply with all current and future legislative requirements. | Time | On-going | All pupils to be fully included in all before and after school or lunch activities should they wish to attend. |

3 | P a g e

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs. | SLT,  including SENDCo | CPD programme to be in place to ensure regular programme of training is in place. | CPD Time  National College  External agencies | On-going | Staff have a wider knowledge and understanding of the range of disabilities/ specific identified needs of pupils. |
| Review of TA deployment to support children with particular needs (including children with SEND and learning difficulties). | SLT,  including SENDCo | Ensure that TA support is available during the key priority times dependent on the individual child. E.g. break times, lunchtimes, PE lessons etc to ensure that all children can access the full range of the curriculum. Teaching assistants to liaise with class teacher and SENDCo for additional resources and training to meet the needs of the children they specifically work with, | Time | On-going | All pupils with additional needs are appropriately supported within the school environment when required. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning duty: Access to the environment** | | | | | |
| **Priority** | **Lead** | **Strategy/Action** | **Resources** | **Timescale** | **Success Criteria** |
| Personal evacuation plans (PEEPs) are completed for any children who require one. | SLT | PEEP plans to be in place for individual pupils as required. | Time | On-going as necessary for individual pupils. | All staff, pupils and parents understand the plan and can follow it in an emergency situation. |
| Ensure that the school environment is completely accessible for children or staff in a wheelchair without facing  barriers. | Governors & SLT | Ensure that all aspects of the school building are accessible for pupils or staff in a wheelchair. | Time | Yearly check. | All children and adults in wheel chairs can access all parts of the school. |
| To continue improving the physical environment of the school. | Governors. | Consider the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements  and refurbishments of the site and premises such as lighting, | Costs for upgrades/ improvements. | On-going | Pupil and staff needs are fully met. |

Page **|** 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | improved access, and more accessible facilities and fixtures. |  |  |  |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | All staff | Depending on the individual needs of pupils, staff to carefully consider preferred layout of furniture and equipment to support  the learning process in individual class bases. | Time | On-going | Classrooms adapted to meet the individual needs of children. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning duty: Access to information** | | | | | |
| **Priority** | **Lead** | **Strategy/Action** | **Resources** | **Timescale** | **Success Criteria** |
| To ensure that all parents/carers can access information. | SLT | The school will be aware of the services available through the LA for converting written information into alternative formats as and when required.  Availability of written information in different formats. Also, through the support provided through MEAS SLA, interpreters are available and used for meetings  when necessary for families who are EAL. | Time | On-going | All parents/carers are able to access necessary information from school. |
| Make available school information for parents/carers based on SEND and disability. | SLT | Provide information to parents via the school website regarding how pupils with additional needs will be supported within the school  environment. | Time | On-going | Parents fully aware of how their child’s needs will be met. |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | SLT Team & Governors. | Survey parents regarding the quality of communication from the school. | Time | On-going | School aware of strengths with regards to communication and identified areas of  development according to parents. |

Page **|** 5

# Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board.

# Links with other policies

This accessibility plan is linked to the following policies and documents: * Health and safety policy

* Equality policy

* Special educational needs & Disabilities (SEND) information report * Supporting pupils with medical conditions policy

6 | P a g e